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SCHOOL OF EDUCATION



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UNIVERSITY OF OREGON
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SCHOOL OF EDUCATION

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FACULTY

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JOHN FREEMAN BOVARD, Ph. D., Professor of Zoology.
WILLIAM PINGREY BOYNTON, Ph. D., Professor of Physics.
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TIMOTHY CLORAN, Ph. D., Professor of Romance Languages.
EDMUND S. CONKLIN, Ph. D., Professor of Psychology.
BURCHARD WOODSON DEBUSK, Ph. D., Professor of Secondary Education.
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JOHN J. LANDSBURY, Mus. D., Dean of the School of Music.
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JOSEPH SCHAFER, Ph. D., Professor of History.
FRIEDRICH GEORG G. SCHMIDT, Ph. D., Professor of German.
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ALBERT RADDIN SWEETSEY, M. A., Professor of Botany.
W. F. G. THACHER, M. A., Professor of Rhetoric.
FREDERIC GEORGE YOUNG, B. A., Professor of Economics and Sociology.

ORGANIZATION

The School of Education of the University of Oregon was authorized by the Board of Regents in February, 1910. The general purpose of the school is to organize and correlate all the forces of the University which have for their ultimate aim the growth of educational efficiency in the State of Oregon. This work is done through the effective grouping of courses for

teachers in the regular college curriculum, through the Summer School, the Correspondence School, and through investigation of questions of importance to the State and publication of results in bulletin form. The new Education Building, designed for the School of Education, gives commodious and well fitted quarters for the school. The University Junior High School occupies the basement and a part of the second floor, and gives effective organization for courses in Observation and Practice Teaching. This arrangement provides all needed teaching facilities.

EQUIPMENT

The equipment available for students in the School of Education consists of the following:

1. Collection of late eighteenth and early nineteenth century textbooks, 100 volumes.
2. Collection of contemporary texts, elementary and high school, 800 volumes.
3. Collection of State, city school reports, college and other catalogs, 1,200 volumes.
4. Collection of sources of educational history 1815-1850, 200 volumes.
5. Collection of contemporary and recent periodical literature, including fifty educational journals.
6. Special set of physical and psychical apparatus for purposes of examination of exceptional children in the educational clinic.

ADMISSION TO THE SCHOOL OF EDUCATION

The requirements for admission to the School of Education are the same as those for admission to the College of Literature, Science, and the Arts, viz: Fifteen units, representing completion of a four years' high school course. Persons more than twenty years of age and properly qualified may enter the University as special students without complying with the above requirement, but no such student may be a candidate for a degree or University teacher's certificate until all entrance deficiencies are made up.

GRADUATION

The degree of Bachelor of Arts or Bachelor of Science is conferred upon students of the School of Education who have secured 120 hours of college credit, exclusive of twelve semester

hours required in physical training and including work required by the major professor.

CERTIFICATES ON GRADUATION

Graduates from the School of Education are entitled to teaching certificates as provided in the following Oregon school law:

Certificates shall be issued to graduates from standard colleges or universities who have completed one hundred and twenty (120) semester hours, including fifteen (15) semester hours in education as follows:

1. One-year State certificates shall be issued without examination, upon application, to such graduates of standard colleges and universities, authorizing them to teach only in the high schools of this State.

2. The holder of a one-year State certificate, issued in accordance with the provisions of this section shall, after six months' successful teaching experience in this State and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive, without examination, a five-year State certificate authorizing him to teach only in the high schools of this State.

3. The holder of a five-year State certificate issued in accordance with the provisions of this section shall, after thirty months' successful teaching experience in this State and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive, without examination, a State life certificate authorizing him to teach only in the high schools of this State.

4. The holder of a one-year State certificate, or a five-year State certificate, or a life State certificate, secured in accordance with the provisions of this section is hereby authorized to act as a city superintendent of schools of any city.

Fees are as follows, payable to the State Superintendent of Public Instruction:

One-year certificate	\$1.00
Five-year certificate (after six months' teaching)....	2.00

GRADUATE DEPARTMENT OF EDUCATION

This department is a department of the Graduate School of Arts and Science, and as such offers courses leading to the degree of Master of Arts and Master of Science. The advanced

courses in Education aim to meet the needs of three classes of students: First, those who are preparing to give courses in the history and principles of Education in colleges and normal schools; second, those who are preparing to become supervisors and administrators in various types of schools; third, students in various departments of the University, who, in addition to the courses in the subject matter which they intend to teach, wish to become acquainted with the principles underlying all educational organization and method. The last mentioned class of students may take Education as a minor subject. Graduate students who have had no courses in Education but wish to complete the fifteen hours required for the State certificate should register in the undergraduate course.

TEACHERS' APPOINTMENT BUREAU

The School of Education maintains a bureau for the registration of academic and professional records of Oregon alumni and recommends candidates for vacancies. In recent years the bureau has located many teachers and has had many positions to fill for which suitable candidates could not be found. This is particularly true of positions calling for men. The bureau aims to assist the alumni of the University of Oregon only, and charges no fees for its services. All principals or school boards desiring teachers are requested to correspond with the Appointment Bureau. Seniors or alumni who desire to register with the bureau should apply to the Registrar for the sheet of preliminary instructions. The recommendation of the bureau will be limited to candidates who have taken courses as prescribed by the faculty of the School of Education.

SUMMER SCHOOL

Beginning the latter part of June of each year, the University conducts a summer school of six weeks in length, the chief aim of which is to furnish the superintendents, principals, and teachers of the State the courses needful in their work. Special lecturers of eminence are secured to keep the work fully abreast of the times. Bulletins fully describing the work of the Summer School will be mailed to all those who apply.

CORRESPONDENCE COURSES

The University operates a Correspondence School which enables energetic principals and teachers at a distance from the University to carry on studies under the direct supervision

of the University departments. A circular containing the details of this division will be sent on application to the Correspondence Study Department.

ANNOUNCEMENT

Beginning with the college year 1917-18, and continuing at least for the period of the war, the University of Oregon has adopted a program of three terms in place of two semesters. The first term, known as the fall term, begins October 1st and lasts until December 21; the second, or winter term, begins January 2 and lasts until March 22; the third, or spring term, begins April 1 and lasts until June 17.

This important change was made in accordance with the suggestion of the National Association of State Universities, and is a "war measure," in that it will enable students to enter and leave college with greater ease than under the two semester system.

The change, however, was made too late to make possible the necessary revision of courses, and the following statement of "Courses of Study" is not to be considered authoritative except as a general survey of the courses that will be presented. A schedule of courses offered for the Fall Term, 1917, will be published later.

COURSES OF INSTRUCTION

1. Principles of Education—An introduction to the general field of education. Treats of the following and related topics: Biological, psychological and sociological bases of education; educational aims, values and agencies; formal discipline; public school curricula, and teachers' training courses. Not open to freshmen. Professor AYER. *Three hours, both semesters.*

2. History of Modern Education—This course includes the reading and discussion of the fundamental books in modern pedagogy, such as Rousseau's *Emile*, Froebel's *Education of Man*, Spencer's *Education*, etc. Professor SHELDON.

Three hours, both semesters.

3. Educational Psychology—Application of the fundamental principles of adult psychology to educational problems. Types of learning, reflective thinking, how to study, the doctrine of endowment, individual differences, special mental processes, psychology of skill and the instrumental subjects. Professor DEBUSK. *Three hours, second semester.*

4. **Genetic Psychology**—A study of the normal, mental and physical development of the individual thru the chief growth periods. The more important mental characteristics of each period are emphasized, and the chief influences contributing to the development of personality are considered; also adolescence, its chief mental and physical characteristics in relation to school work. Professor DEBUSK. *Three hours, first semester.*

5. **Secondary Education**—History, organization and administration of secondary education in America; training of secondary teachers. Schol management applied to secondary schools. In addition to the regular work of the course, the librarian of the University will present the topic of the high school library, the Department of Physical Training will present the hygienic problems of the high school, and outside lecturers will discuss the athletic and social problems of the high school. Prerequisite for practice teaching in secondary subjects. Professor SHELDON. Professor DEBUSK. *Three hours, both semesters.*

7. **Observation of Teaching**—Observation work in University demonstration school and in other seeondary schools. Outlines of class and school management and technique of instruction. Reports and class discussions. Required of all prospective teachers and a prerequisite for supervised teaching. Professor STETSON. *Two hours, both semesters.*

8. **School Administration**—State, county, town, township and district organization. The city school district and its problems of organization, administration, supervision, instruction and measurement. Reorganization of county and State school administration. Professor AYER. *Three hours, first semester.*

9. **Organization of Common School Curricula**—Historical background. Principles underlying the development of school curricula. The state course of study. Measurement of school achievement. Administration of elementary school curricula. Changing aims and subjects. Professor AYER. *Three hours, second semester.*

10. **Civic Education**—Points of approach and subject matter in the field of civics, economics and history, especially from the point of view of the junior high school. Mr. FRENCH.

12. **Supervised Teaching**—In University demonstration school and in local secondary schools. This work is under the direction of the department. Students should apply thru the Registrar for this course during the preceding semester. General

announcement and directions will be posted on the bulletin board in the Education Building. Repeated each semester, students to register for one semester only. Prerequisite, six hours in education, including observation of teaching, and senior standing. Professor STETSON, Mr. BROECHER, and Mr. FRENCH.

Four or five hours, repeated each semester.

13a. **Educational Hygiene**—A general course. Hygiene of the school plant, heating, lighting, ventilation, the school environment. Administration of educational hygiene, school feeding, school diseases, medical inspection, dental inspection. Professor DEBUSK.

Three hours, first semester.

13b. **Hygiene of Learning**—Hygiene aspects of learning and of school work. Laws of neural activity, blood supply, oxygen, fatigue, systematic poisons, posture, temperature, humidity, etc. Hygiene of mental functions. Hygiene of school subjects. Professor DEBUSK.

Three hours, second semester.

FOR GRADUATES AND ADVANCED STUDENTS

15. **Experimental Education**—Presents the methods of statistical analysis. A survey of experimental and statistical investigations of school problems. Typical studies in such fields as retardation, the measurement of school achievement in special subjects, etc. A number of selected school surveys will be studied. Professor AYER.

Three hours, first semester.

16. **Philosophy of Education**—Advanced aim and purpose of education, criticism of fundamental characteristics of present-day systems, consideration of the moral education movement, education from the standpoint of the individual, society and the species. Prerequisite: Education 1 and 2. Professor AYER.

Two hours, both semesters.

17a. **Exceptional Children**—A study of the factors that affect the mental and physical growth and functioning. Heredity, physiological age, disorders of growth, malnutrition, defects of the special sense organs, teeth, adenoids, tonsils, the nervous child, neuroses of development. Professor DEBUSK.

Two hours, first semester.

17b. **Exceptional Children**—The method and technique of the examination of the school child. Intelligence testing. The literature of tests. Social and educational treatment of types of exceptional children. Professor DEBUSK.

Two hours, second semester.

18. Social and Moral Education—Underlying principles. Study of systems of moral instruction in different countries. Recent movements in social education. Lectures, reports and discussions. Professor SHELDON.

19. History of Education in England from the Sixteenth Century—This course includes a survey of the main lines of English culture development, but treats mainly of the growth of state education in the nineteenth century. Not given in 1917-18. Professor SHELDON.

20. History of Education in Germany from the Sixteenth Century—Similar in scope to preceding. Reading knowledge of German is highly desirable in this course. Professor SHELDON. Not given in 1917-18. *Three hours, first semester.*

21. History of Education in America—Lectures, reports and discussions. Knowledge of American history a prerequisite. Professor SHELDON. *Three hours, both semesters.*

22. Education Club and Seminar—Reports of current educational meetings, book reviews, discussion of special topics investigated by members. Professor SHELDON.

Two hours, each semester.

**COURSES IN METHODOLOGY OFFERED BY THE DIFFERENT
DEPARTMENTS**

(Credit in Education as part of the fifteen hours required for a teacher's certificate may be gained, to the extent of four semester hours in courses in this group. The courses are primarily concerned with the teaching of the various subjects.)

Botany 12, one hour a week, one semester.

English 52, one hour a week, both semesters.

English 63, one hour a week, both semesters.

German 12, two hours a week, second semester.

History, one hour a week, one semester.

Journalism 4, one hour a week, one semester.

Latin, two hours a week, one semester.

Mathematics 7-8, one hour a week, both semesters.

Physical Education 14, one hour, one semester.

Physics 15, two hours a week, one semester.

Music, two hours a week, two semesters.

Physiology, one hour a week, one semester.

Drawing, two hours a week, one semester.

Romance Language 12, two hours a week, second semester.

Theory and Coaching of High School Sports, two hours a week, two semesters.

See also special courses in physical training and athletic sports.

RELATED COURSES OF INSTRUCTION

The attention of students of Education is directed to the courses listed under the departments of Psychology, Philosophy and Sociology, many of which are directly related to the content of Education.

SPECIAL COURSES OF STUDY

The School of Education, by means of professional training in the Department of Education and academic instruction in the respective University departments, is prepared to train the following classes of teachers. For detailed courses consult the following pages:

1. High school and grammar school department teachers.
2. Superintendents, principals, teachers of normal training.
3. Special supervisors of music, art, physical training, athletic sports and public speaking.

1. COURSE OF STUDY FOR HIGH SCHOOL TEACHERS

Students expecting to teach in the high school should take Education 1 and 2, 3 or 4, 5. Observation and Practice Teaching, two or three courses in Group V (special methods), and one or two of the departmental academic courses listed below:

COURSES REQUIRED BY DEPARTMENTS

The following list of the courses of study necessary to equip teachers in the different high school subjects represents the irreducible minimum which the department in question considers necessary to insure superior teaching. Under the ordinary conditions no student will be recommended for a position in a department of a large high school who has not carried successfully in his college course all the work outlined. Exceptions may be made of small high schools where the candidate must of necessity teach a large variety of subjects. In schools of this class, where the faculty is limited to three teachers or less, students will be recommended upon the successful completion of shorter courses in the subject to be taught. In foreign languages students, to secure recommendations, must have taken at least four years' work, of which two years must have been completed in a college or university.

It is advisable for students to fit themselves for teaching more than one subject. While the demand for teachers in the different subjects fluctuates from year to year, there is at present a particularly strong demand for men capable of teaching one department and acting as physical director. Ability to supervise music, athletics or public speaking, adds materially to the chances of securing a first-class position. Various combinations of subjects are asked for, but the majority of calls are for teachers of two or more adjacent subjects as arranged in the following group: German, Latin, English, History, Civics, Mathematics, Science (i. e., Physics, Biology, Physiology, Chemistry, Physiography), Manual Training, Commercial Subjects.

The courses agreed upon by the various departments as requisite for a teacher's recommendation in a high school are as follows. Each student upon graduation should be in a position to teach one major and two minors. The present list is made to fit the requirements for minors:

LATIN

Six years of work in the subject is required, or at least two years beyond the four years offered in the secondary schools. Fifth year Latin includes such standard authors as Cicero's *De Senectute*, Virgil's *Eclogues*, a play of Plautus, Horace's *Odes*, Sallust's *Jugurtha*, selections from Catullus and Tibullus. Sixth year, Horace's *Satires* and *Epistles*, a book of Livy, Ovid's *Tristia*, a play of Terence, selections from Pliny and Martial.

GERMAN

	Catalog No. of Course	Semester Hours
Four years' consecutive work, including:		
Elementary German	1	10
Advanced German	2	8
German Classical Drama.....	3	6
and either		
German Fiction and Contemporary		
Literature	4	6
or		
The Nineteenth Century Novel.....	18	6
in addition to the teaching of		
German	12	1

FRENCH

Elementary French	1	10
Advanced French	2	8

	Catalog No. of Course	Semester Hours
History of French Literature in Seventeenth Century	3	6
History of French Literature in Eighteenth and Nineteenth Centuries	4	6
French Conversation	6	2

SPANISH

Elementary Spanish	1	6
Advanced Spanish	2	4
Classical Spanish	3	4

ENGLISH LANGUAGE, COMPOSITION AND LITERATURE

English Composition	1 and 2	6
American Literature	59 and 60	4
English Literature (Fresh.)	31 and 32	6
Wordsworth	37	2
Shakespeare (one semester)	45 or 46	3
Teaching of English	63	4
Teachers' Course in Public Speaking		2
Teachers' Course in Dramatic Interpretation		2

HISTORY

Greece and Rome	101	3
Middle Ages	102	3
Renaissance and Reformation	103	3
Industrial History of Europe	4	3
Modern European History	2	3
History of England	3	3
Early American History	5	3
Later American History	6	3

MATHEMATICS

Advanced Algebra and Plane Trigonometry	1	6
Analytic Geometry and Calculus	3	6
Theory of Equations and Determinants	11	3
Teaching of Mathematics	7	1
History of Mathematics	8	1

GEOLOGY

For teachers of Physical Geography and Introductory Science:

	Catalog No.	Semester Hours
	of Course	
Geology	1	*6
Physiography	2	†4

PHYSICS

Physics	3 and 4	8
History and Teaching of Physics.....	15	2
Physical Technics	16	2

CHEMISTRY

General Chemistry	1	8
Analytical Chemistry	3	3
Organic Chemistry	5	4
Teacher's Course	27	1

BOTANY

General Botany	1 and 2	8
Botany	8	4
Botany	12	2

ZOOLOGY

Zoology	1 and 2	8
Elementary Physiology	11	2
Field Zoology	12	2

The Department of Education recommends the following courses to students preparing for high school positions:

Sophomore Year—History of Education (Course 2), two semester hours; Principles of Education (Course 1), two semester hours. Psychology is also advisable, but does not count as Education.

Junior Year—Educational Psychology (Course 3), three semester hours; Secondary Education (Course 5), three semester hours; Observation of Teaching (Course 7), two semester hours.

Senior Year—Practice Teaching (Course 12), four or five semester hours.

*Cannot be entered second semester. †Second semester.

COURSE FOR SUPERINTENDENTS, PRINCIPALS, ETC.

Students entering this course should major in education.

Freshman Year—English Composition, three hours.

Sophomore Year—*Psychology, three hours; *Economics, three hours Early American History, three hours; Education 1 and 2, two hours.

Junior Year—Genetic Psychology, three hours; Secondary Education, three hours; Later American History, three hours; Observation, two hours.

Senior Year—*School Administration—Organization of Curricula—three hours; Practice Teaching, four or five hours; Library Methods, two hours; Sociology, two hours.

A student may combine the above courses with one or possibly two of the high school groups and thus prepare himself for some specific department in a high school, besides securing a general training in pedagogy which will be essential to him later on in his career.

SPECIAL COURSE FOR MUSIC TEACHERS

It is within a comparatively short period that the necessity of special training for teachers of music has been realized, though schools affording such opportunities to teachers in other subjects have long been acknowledged as necessary. In recognition of this need, an opportunity will be given teachers to get such training in the School of Music.

The purpose of a normal department is to give the student of music a mental, musical and technical education that will equip him for teaching, and which will be at the same time invaluable to musicians who wish to have more than a superficial knowledge of their art.

First Year—Music (piano, voice or violin), five hours; German (Italian for voice), five hours; Literature, three hours; English, three hours; Elocution, one hour; Personal Hygiene, one hour; Physical Training.

Second Year—Music (piano, voice or violin), five hours; Harmony (preparatory), one hour; German, four hours; English, three hours; Literature, three hours; Elocution, one hour; Physical Training.

Third Year—Music (piano, voice or violin), five hours; Sight Singing, one hour; Harmony, one hour; History of Music, one

*The courses starred may be taken by correspondence.

hour; Psychology, three hours; French, five hours; Special Methods in Teaching Music, two hours; Physical Training.

Fourth Year—Music (piano, voice or violin), five hours; Sight Singing, one hour; Education 3 and 4, three hours; Harmony, one hour; History of Music, one hour; Elocution, one hour; Practice Teaching Music, five hours; Physical Training.

SPECIAL COURSE FOR TEACHERS OF GYMNASTICS

Freshman Year—French or German, five hours; English Composition, three hours; Botany, four hours; Public Speaking, one hour; Personal Hygiene.

Sophomore Year—Physics, four hours; French or German (2) four hours; Zoology (1 and 2), three hours; Psychology (1), three hours.

Junior Year—Histology, three hours; Osteology, two hours; Chemistry, four hours; Education (3 and 4), three hours; Bacteriology, two hours; Theory of Gymnastics and Playground, two hours.

Senior Year—First semester; Physiology, four hours; School Hygiene, two hours; Corrective Gymnastics, three hours; Art of Teaching Gymnastics, two hours; Symptomatology, one hour. Second semester: Physiology, four hours; Sanitary Hygiene, two hours; Special Physiology, three hours; Anthropometry, two hours; Emergencies and Bandages, one hour.

SPECIAL COURSE FOR DIRECTOR OF ATHLETICS

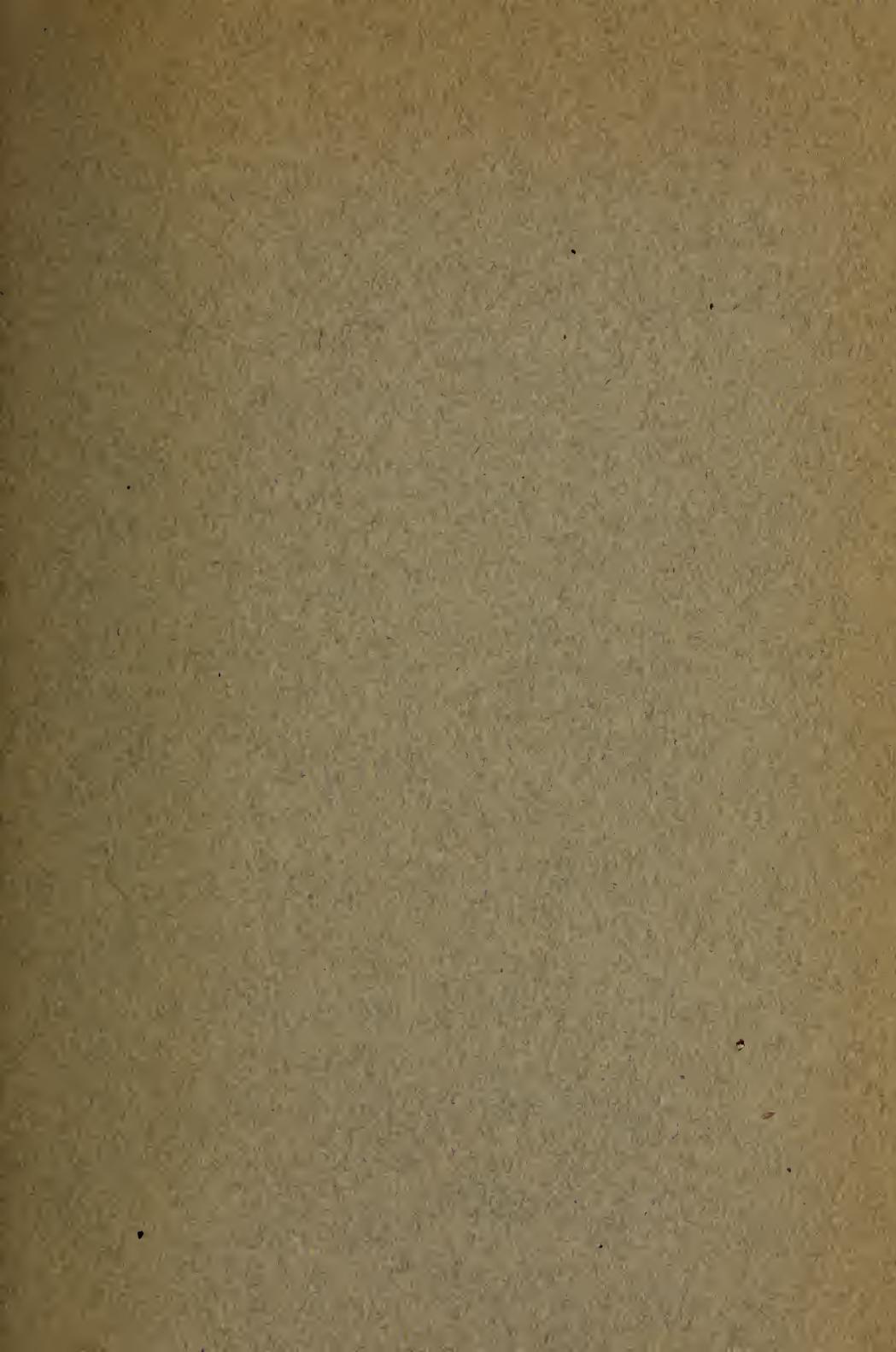
For men who desire the ability of training athletic teams in connection with high school teaching. The course includes: (1) An introduction to the sciences underlying physical activity; (2) a practical study of personal hygiene, first aid to the injured and prescriptive exercise; (3) a detailed study of the theory, rules and methods of coaching each of the high school athletic sports, supplemented by practical work on the field, and (4) a professional study of educational theory and practice.

The following courses are offered:

Personal Hygiene, one hour, both semesters.

Theory and Coaching of High School Sports, two hours, both semesters.

The courses will be open to juniors and seniors who are prospective teachers. Successful completion of these courses will entitle students to a recommendation as Director of High School Sports.



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